Voices from the Community: A Case for Reciprocity in Service-Learning

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**Abstract:**

 Few studies have directly examined how recipients of service view the service. This qualitative study presents the results of interviews and observations of nine community members who participated in a service-learning language exchange program, Intercambio, in which Spanish-speaking Latino immigrants were paired with English-speaking university students to teach each other their native language and culture. The development and study of Intercambio was formed by Freire's theory of critical consciousness and results supported his assumptions. Findings include: community members changing views of university students (i.e., from admiring them to seeing them as imperfect equals), as well as changing views of social issues (i.e., from impossible to solvable). Results favor a service-learning class format where community recipients can have expert roles (i.e., teach Spanish, too, rather than only being tutored), knowledge is assumed to be co-created and multi-directional, and ample time is devoted to dialogue about current social issues. (authors)

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"Ayni" in the Global Village: Building Relationships of Reciprocity through International Service-Learning

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2000

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[Michigan Journal of Community Service Learning](http://www.servicelearning.org/library_resources_by/journal/Michigan%20Journal%20of%20Community%20Service%20Learning)

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**Pages:**

 13

**Abstract:**

 Understanding and fostering reciprocity is a central aim of service-learning programs. This article highlights the indigenous Andean concept of "ayni" as a means of integrating reciprocity into a broader, holistic framework. This approach also stretches our understanding of interdependence along trajectories that extend well beyond a traditional Western framework. We present data drawn from a semester-long seminar and Alternative Spring Break spent building a school in highland Bolivia. Analysis from extensive student reflective writings and discussions provide personalized responses to core questions. Elements of ayni are applied to critique both the practice and pedagogy of service-learning, and to raise questions about the challenges of fostering reciprocity among diversely situated citizens of the global village. This article was published in the Michigan Journal of Community Service Learning, Vol. 8 No. 1, Fall 2001, pages 5-17.

**Full Text Link:**

[http://quod.lib.umich.edu/cgi/t/text/pageviewer-idx?c=mjcsl;cc=mjcsl;rgn=full text;idno=3239521.0008.101;didno=3239521.0008.101;view=image;seq=00000001](http://quod.lib.umich.edu/cgi/t/text/pageviewer-idx?c=mjcsl;cc=mjcsl;rgn=full%20text;idno=3239521.0008.101;didno=3239521.0008.101;view=image;seq=00000001)

**Call Number:**

 520/B/POR/2000

# A search for reciprocity: service and learning

## [Academic Exchange Quarterly](http://findarticles.com/p/articles/mi_hb3325/), [Summer, 2006](http://findarticles.com/p/articles/mi_hb3325/is_2_10/) by [Saundra L. Wetig](http://findarticles.com/p/search/?qa=Saundra%20L.%20Wetig), [Sheryl McGlamery](http://findarticles.com/p/search/?qa=Sheryl%20McGlamery)

Abstract

As professors teaching science, math, and social studies methods we found ourselves at the end of each semester reflecting on our preservice teachers' practicum experiences. As we reviewed the methodology of each course we determined the need to reassess the goals, ideas, and priorities regarding how to provide a quality teaching/learning experience for our candidates. We identified the missing link in our practicum experiences--reciprocity. We will describe our efforts of providing preservice teachers the opportunity to become involved in an academic service-learning practicum.

International Journal of Teaching and Learning in Higher Education 2006, Volume 18, Number 1, 27-35

http://www.isetl.org/ijtlhe/ ISSN 1812-9129

Toward a New Framework of “Server” and “Served”:

**De(and Re)constructing Reciprocity in Service-learning Pedagogy**

**International Journal of Teaching and Learning in Higher Education**

**(2006) 18 (1) 27-35**

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This article problemetizes the contemporary view of reciprocity and offers a hilosophical

foundation for an enriched view based on Dewey’s critique of early stimulus-response theory in psychology and his view of democracy. We situate the argument for reconsidering the provider/recipient model of service learning in the context of a collaboration between a university and school serving children 5-9 years old while implementing an after-school tutoring program. We develop and describe the traditional and enriched models of reciprocity and create a vision for the future establishment of similar collaborations.

Kecskes, K. (2006). Behind the Rhetoric:Applying a Cultural Theory Lens to Community-campus

Parnership Development. The Michigan Journal of Community Service-Learning, 12, 5-14.

Reprint: In Fil

Stanton, T. (2000). Bringing Reciprocity to Service-Learning Research and Practice. The Michigan Journal of Community Service-Learning.